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THE UNIVERSITY OF ADELAIDE



*The Functions of
a University.*

ADDRESS AT A SPECIAL CONGREGATION
OF THE UNIVERSITY

BY

THE RIGHT HONOURABLE JAMES BRYCE,

D.C.L., LL.D., O.M., British Ambassador Extraordinary
and Plenipotentiary at Washington, U.S.A.
July 19th, 1912.

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The University of Adelaide.

Special Congregation in the Elder Hall,

Friday, July 19th, 1912.

A Special Congregation of the University of Adelaide was held on Friday evening, July 19 1912, in the Elder Hall, for the purpose of conferring the degree of Doctor of Laws upon His Excellency the Right Honorable James Bryce, D.C.L., Oxon., and LL.D. Cantab., O.M., British Ambassador Extraordinary and Plenipotentiary at Washington, U.S.A. The Chancellor (the Right Honorable Sir Samuel Way, Bart., D.C.L., LL.D.) presided. Among those on the platform were the Vice-Chancellor (W. Barlow, Esq., LL.D.), the Warden of the Senate (F. Chapple, Esq., B.A., B.Sc.), Professors Stirling, F.R.S., C.M.G., M.A., M.D., F.R.C.S., Rennie, M.A., D.Sc., Watson, M.D., F.R.C.S., Chapman, M.A., B.C.E., Mitchell, M.A., D.Sc., Henderson, M.A., Kerr Grant, M.Sc., Ennis, Mus. Doc., most of the lecturers of the University, nearly all the members of the Council, a large number of the members of the Senate, and the Registrar (Mr. C. R. Hodge).

His Excellency the Governor (Admiral Sir Day Hort Bosanquet, R.N., G.C.V.O., K.C.B.), who was accompanied by Mr. Bryce, was received by the Vice-Chancellor and conducted to the platform. The viceregal party included Lady Bosanquet, Mrs. Bryce, Lady Way, the Misses Bosanquet, and Captains Fletcher and Walker, of the Governor's staff. Professor Ennis, Mus. Doc., presided at the organ, and played the National Anthem on the arrival of His Excellency the Governor.

DEGREES CONFERRED.

The Dean of the Faculty of Arts (Professor Henderson) recommended Absalom Deans for the ordinary degree of Bachelor of Arts (*in absentia*). Mr. Deans completed his work for the degree while resident in Western

Australia. The Dean also presented for the degree of Master of Arts, *ad eundem gradum*, the Right Rev. Bishop Wilson, D.D., M.A. (Cantab.).

The Chancellor, in admitting the Right Rev. Bishop Wilson to the degree, said:—Your Lordship, as Bishop of Melanesia for many years, was in succession to a number of Missionary Bishops, the two Bishops Selwyn and Bishop Patteson, whose names and careers are familiar to us all, and whose memories are held in loving reverence in South Australia. I am very glad indeed to welcome you as a member of the University, and especially on this distinguished occasion. (Applause.)

After admitting Mr. Deans to his degree the Chancellor said:—The Australian States possessing universities have exercised a sphere of influence in States which have not been so fortunate as to establish such institutions. The University of Sydney, for instance, has had in its sphere of influence Queensland, which, however, now possesses a university. Melbourne formerly had under its sphere of influence the State of Tasmania, which also has for some years had a university of its own. The University of Adelaide has been able to be of some service to Western Australia. That State is now to have a university which it is hoped will begin its work early next year.

In the absence of the Dean of the Faculty of Laws (Professor Jethro Brown), the Vice-Chancellor recommended Edgar Robinson, also of Western Australia for the degree of Bachelor of Laws (*in absentia*). The degree was then conferred.

The Dean of the Faculty of Science presented George Eric McDonnell Jauncey for the Honours Degree of Bachelor of Science, and stated that Mr. Jauncey took first class honours in physics. He secured the ordinary degree in 1911, was awarded a science research bursary by the Royal Commissioner of the Exhibition of 1851, and has been recommended for the research scholarship. Mr. Jauncey for some time held the position of Senior Demonstrator in Physics at the University.

In admitting Mr. Jauncey to the Honours Degree of Bachelor of Science, the Chancellor said:—I congratulate you very heartily on the distinction you have won. I am sure you will do credit to the University, as well as honour to yourself, in the researches you will make under

the scholarship which will no doubt be granted to you by the Commissioners of the Great Exhibition of 1851. (Applause.)

The Chancellor further remarked:—We expected to have the pleasure of admitting that distinguished orator and graduate of the University of London, the Rev. Principal Bevan, D.D., LL.B., as a member of this University, but unfortunately he is suffering from the prevailing epidemic and cannot attend. We hope to welcome him at some future time. His Excellency the Governor has not disappointed us. No meeting of the University would be complete without the honour and pleasure of His Excellency's presence. (Applause.) Sir Day Bosanquet is the Visitor of this University, but he has never had to exercise visitorial functions of a controversial character. He has kindly consented as our Visitor to perform a very pleasant duty this evening. (Applause.)

THE GOVERNOR'S WELCOME.

His Excellency the Governor said:—I heartily appreciate the honour which the Chancellor has conferred upon me by inviting me, as the Visitor to the University, to take part in receiving so distinguished a guest to-night. The first thought in the mind of those who have assembled here is the desire, with all our heart to welcome among us the Right Hon. James Bryce—(applause)—Member of the Privy Council, and of that most distinguished order—the Order of Merit—(applause)—who is visiting this State in the course of a tour throughout Australia undertaken for the purpose of studying the organizations and the working of the political and educational institutions of our land. The second thought that is in our minds may be described as a wish to offer him the full meed of honour to which his distinguished career and his great services to Britain and the Empire justly entitle him, and also to enable him not only to become familiar with our political and educational systems, but also so to enjoy himself during his visit to South Australia and so to see the country and meet its people, that he may on his departure carry away with him pleasant recollections of our citizens, a happy memory of our picturesque scenery, a good impression of our garden city, and a clear conception of our several industrial undertakings and commercial enterprises. (Applause.) We are proud to receive him here in the halls of the Univer-

sity, not only because of his high position as British Ambassador to the United States, but because of his world-wide fame as a statesman, his high reputation as a philosopher and scholar, and his great career as a politician, but also because he has achieved all these distinctions solely by his own personal ability and force of character. There is a great variety of subjects upon which we are anxious to listen to the views of our distinguished guest, but to-night the professors and students reign supreme. We had fondly hoped that Mr. Bryce would have remained with us for a longer time, and that he would have given us the benefit of his illuminating pronouncements upon every one of those problems which are confronting politicians and statesmen of South Australia, but, unfortunately, he is obliged to leave us to-morrow afternoon to our great regret. I can only advise you young men to read the luminous speeches which he has delivered during his visit to the Commonwealth, and to search for articles which have appeared in the "Round Table" Magazine. (Applause.)

CONFERRING THE DEGREE UPON MR. BRYCE.

The Vice-Chancellor, (Dr. Barlow) addressing the Chancellor, said:—I present to you, His Excellency the Right Hon. James Bryce, who has been admitted to the degree of Doctor of Laws in the University of Cambridge, as a fit and proper person to be admitted to the rank and privileges of that degree in the University of Adelaide.

The Chancellor—By virtue of the authority committed to me I admit your Excellency the Right Hon. James Bryce, British Ambassador and Plenipotentiary at Washington, to the rank and privileges of a Doctor of Laws in the University of Adelaide.

The audience stood and heartily applauded whilst the degree was being conferred.

THE CHANCELLOR'S ADDRESS.

The Chancellor said:—Your Excellency, Mr. Bryce, Members of the Senate of the University, ladies and gentlemen, I can say of the University of Adelaide what you, Mr. Bryce, cannot say of the University of Oxford. I have been connected with this University ever since its

foundation. (Laughter and applause.) Naturally, as I am no longer young, I am inclined to be reminiscent on an occasion like the present. I cannot forget that thirty-seven years ago I had the honour of conferring the first degree granted in the University of Adelaide. It was upon the then Chancellor, the Right Rev. Augustus Short, Lord Bishop of Adelaide—scholar, missionary bishop, and ecclesiastical statesman. Like the junior member of this University Chancellor Short was an Oxford Don. The most distinguished of the students who attended his terminal lectures and read Thucydides with him was the Right Hon. W. E. Gladstone—(applause)—one of the greatest figures, perhaps the very greatest man of the nineteenth century. (Applause.) When conferring the degree upon our then Chancellor, the Bishop, I referred to him and to his illustrious pupil as examples of the advantage of university training and university culture. Those two great men have passed away, but we have the inspiration of their example. And happily, we still have an equally illustrious living example of the benefit of university training in the person and in the career of the distinguished accession to our ranks which we have had this evening. (Applause.) Familiar as you all must be with His Excellency's history as university professor, as political philosopher, as man of letters, as statesman, and as diplomatist, it is unnecessary for me to dwell upon the incidents of his great career. But in the addresses to which His Excellency the Governor has referred, the addresses on political, on sociological, on historical, and on academical subjects which Mr. Bryce has delivered since his arrival in Australia day by day, sometimes several times a day, we have had displays of his varied acquirements. I venture to call him the "Admirable Crichton" of the nineteenth and twentieth centuries. (Applause.) I had the privilege of accompanying His Excellency on an expedition around Mount Lofty yesterday afternoon, and Mr. Howchin, the distinguished lecturer on geology in this University, unfolded to him his discoveries as to the glacial epoch which Professor David, of Sydney—one of the most eminent of living geologists—says are amongst the greatest discoveries in the geology of Australia. On that occasion His Excellency's knowledge of the subject upon which Mr. Howchin dwelt was a happy incident which Mr. Howchin will always remember, for he never had a more appreciative or better listener to the admirable lecture

he delivered during that journey. This afternoon I had the honour of showing His Excellency our Botanic Gardens, and I then discovered that, like an ancient sage whose name is familiar to you all, His Excellency knows every plant, from the hyssop on the wall to the cedar of Lebanon and the Australian gum. (Laughter and applause.) We cannot hope, your Excellency, that for many years, perhaps centuries, to come, any student of the University of Adelaide will rival your achievement of producing, whilst still a student at your Alma Mater, what is recognized as a permanent classic which will be valued for all time—the history of the Holy Roman Empire. (Applause.) But there is a class of work upon which already the University of Adelaide has teachers and students who may range themselves alongside our illustrious visitor. I cannot say how often since the time of Noah the ascent of Mount Ararat has been made, but we all know that the Archimandrite of that region did not believe that Mr. Bryce accomplished that remarkable feat. But notwithstanding that, the whole scientific world knows it, and I believe His Excellency is as proud of what he accomplished then as of anything he has done in the world. But nobody will deny that Dr. Douglas Mawson (lecturer and doctor of science of this University) is one of the only four men who have ever stood round the antarctic magnetic pole. He is also one of the four men who, in the whole history of the world, have ascended Mount Erebus, and have gazed into the depths of its crater. (Applause.) May I add that, in their ardour for the advancement of science, there are now living under the snows of Antarctica with Dr. Mawson as their leader, thirty young Australian scientists, several of them graduates of the University of Adelaide, one of whom has torn himself away from the privilege of a Rhodes scholar of continuing his studies at Oxford. (Applause.) Those are examples which I venture, on behalf of this University, and of the other Australian universities, to place against that great climbing achievement of your Excellency's. (Applause.) On this occasion we are all sensible of the honour which your Excellency has done us in becoming a member of the University of Adelaide. It may not seem much to your Excellency, but it means a great deal to us. Your acceptance of the degree which has been conferred this evening is a permanent distinction to this University, and has laid us under a perpetual obligation. (Applause.)

MR. BRYCE'S ADDRESS.

His Excellency the Right Hon. J. Bryce said:—My first duty is to express to you my heartfelt thanks for the great and unexpected honour which you have just conferred upon me. Nothing was further from my thoughts when I came to Australia than that I should be received with such open arms by its universities, and that this—the crowning honour which is the highest the University of Adelaide has the power to bestow—should fall to my lot. I assure you I have never received an academic honour which I prize more or will continue to be more grateful for than the present one. One thing your action to-night has done, it has made me an Australian. (Applause.) You have given me a new tie to your great continent and Commonwealth, besides that which I have and value as being a member of the British Empire, which we all honour and revere, and which we hope will last as long as human vision can reach into the future. (Applause.) You have gone so far in making me an Australian as to tempt me to prolong, beyond what the calls of my duty will permit, my sojourn in Australia, and to take the privilege that an Australian is allowed, to offer my opinion, whether asked or unasked, upon some of the social and economical problems with which you are engaged. (Laughter.) You have done me far too much honour. The truth is for the first time, pretty nearly in my life I have come to be glad that I am not in the first blush of youth, because if I had been I am afraid that my head would not have been able to stand the unmerited eulogies which you have bestowed upon me. Fortunately life has shown me many of my deficiencies and taught me to discount, as the outcome of friendliness, all that has fallen from His Excellency and the Chancellor. (No.) My scepticism, however, does not lessen my gratitude. (Hear, hear.) Even if a man does not deserve what is said about him it is very pleasant to hear it said.

As a member of your University I may venture to express to you the great pride which I feel in being one of its members, and I congratulate you upon the fact that your lines have fallen in pleasant places. It is true

you are young compared with the University of Oxford. The Chancellor was pleased to observe that he could claim to have been connected with this University since its inauguration, while I could not claim that I was present at the foundation of the University of Oxford. Neither could any one else. I do not know when Oxford was started, and no one who ever lived does know. It was not founded, but it grew up. It is what is called a University at Common Law. It is a University which does not exist by any Papal Bull, Royal Charter, or Statute of Parliament, but it exists as part of the Common Law of England, and there never was a time, "within legal memory," in which any one could say there was no University of Oxford. Oxford has a long history in the past; you are going to have a long history in the future; and you have the privilege of making those traditions which modern Oxford has had made for it. Our responsibility is to tread in the steps of our ancestors and to tread it worthily of them, but your responsibility—not less serious—is to set precedents and form traditions for posterity, which will be a guide and an inspiration for those who will come after you for many centuries.

EDUCATIONAL ADVANTAGES.

I congratulate you upon some great advantages which you possess here. You have a beautiful site in a beautiful city. Adelaide deserves all and more than all that travellers have said of its beauty and charms. It stands on a rich, fertile plain like my beloved Oxford University. Oxford, however, does not possess the charm of a mountain range running almost around it, and holding within its recesses beautiful varied and wonderful scenery. What a privilege for you to have the opportunity so close at hand to commune with Nature in its inmost secrets! What delight it must be to be able to view from the summit its most exquisite lights and colours stretching down to the blue expanse of ocean in the distance! You are, indeed, to be envied in your surroundings. You are on the edge of the city, a site which is of great advantage. It is near enough to be available for all who dwell in the city and desire to attend lectures. It is near enough for those who desire to study in your schools, and convenient for those who, being employed during the day, wish to attend the evening classes. It has also ample space behind where build-

ings in the future will rise up, and where you have also large recreation grounds sufficient at present for your purposes. If I may utter a word of counsel to you and your benevolent friends, the Government of the State of South Australia, and the municipal authorities of the City of Adelaide, it is this—Do not suffer any of the ground which may be needed for the University in the future to fall into private ownership. (Applause.) You will want all the ground you have, and probably more. No man can foresee the limits of the growth of this University. Besides all the buildings you require for teaching, there will need to be room for galleries, laboratories, museums, and libraries. Moreover, in the time to come, liberal bequests of benefactors like those who have assisted the colleges at Oxford and Cambridge will found residential colleges for those who come from a distance. I hope you will bear in mind how much the munificence of the wealthy men in South Australia in the future may do for you in the way of promoting learning in the State. (Applause.)

It is of great interest to any one who has passed the best part of his life in connection with universities to see this new university in this new land. A university expresses the mind and thought and aspiration of the people among whom it stands, and a university has for people a great promise for the future. It is both a result and a cause. It is a result as it is the expression of the people's mind and character. It shows the advancement which the community has made, the objects upon which the hearts of its people are set, and the thoughts with which its people's minds are filled. It is a cause in that it is a powerful motive force and guide in the community, and gives back to the community more than it receives from them.

THREE TYPES OF UNIVERSITY.

Each nation of the world which has produced a great university has developed one of a different type. By saying this I open up a great subject, upon which I cannot dwell for long to-night. I will, however, call your attention to three existing types of universities which have been produced by three great peoples. I choose these three in particular because each is distinctive of the

character of the people it represents, and of their respective social and economic conditions. They are the German, American, and English universities.

GERMAN ORGANIZATION.

German universities are peculiar mainly for the perfection of their organization for the study of all branches of human enquiry, and for the way in which they have devoted themselves to the prosecution of original research. In these three lines the universities of Germany have set us an example which has been a service to the whole world. That is only one of their services. In a great epoch at the beginning of last century, when Germany lay for a while prostrate under the heel of a foreign tyrannical conqueror, the Universities became the homes of German patriotism. They rendered great service in cultivating patriotism and devotion to a high national ideal, and to the world they have rendered great service by what they have done in the fields of scientific discovery and learning in almost every branch. That represents one type—a valuable type—but a type, I think, which is not quite perfect, because it lacks something else which I propose to try and indicate.

AMERICAN IDEALS.

Of the second type are the universities of the United States. They have not done so much for learning as the German universities. Although they command enormous sums of money and enormous staffs of professors they are not organized with such scientific symmetry and precision as the universities of Germany. They have not reached, taking them as a whole, so high a level or done so much for scientific research as the German institutions. But they have succeeded in becoming an object of national pride and interest to such an extent as to draw from those millionaires, who are as plentiful as blackberries in the United States, constant fertilizing streams of gold, so that the endowments received by the American universities in a single year are more than the universities of Oxford and Cambridge possess in capital. It is something to have succeeded in making yourself the proper recipient of benefaction. (Laughter.) It is a success which, I think, will be very often envied. We in England

envy it. But no doubt when Australia begins to approach to the wealth of the United States you will provide no less. The universities in the United States are, moreover, thoroughly popular, and are accessible to every one. They are just as open to the son of the mechanic, nay, even to the child of the Italian or Polish immigrant, as they are to the sons of merchant princes of New York and Boston. They serve all classes of people. I do not think there could be a higher ideal. The universities of the United States have succeeded in doing a thing which I do not know that any other universities yet have completely accomplished—they have made a university education a necessary part of the equipment of every man who can afford it. Now in England and Scotland a university education has been considered, if not a luxury, at any rate a thing reserved either for those who have abundant means and need not enter into any active walk of life, or else for those who have to enter one of the learned professions, such as law, divinity, medicine, or education. But in America they train people for business. There was nothing which struck me so much as to find how large a proportion of their students were men who were going to enter into commercial or industrial pursuits—sometimes the sons of men of moderate means, sometimes the sons of wealthy men, but of wealthy men who were, probably, themselves university graduates, and who, therefore, desired that their sons should have that thorough training of the mind which the university is intended to give. (Hear, hear.)

THE ENGLISH TYPE.

Now, let me pass to my own country. It is your country as well as mine, because everybody in the Empire has three patriotisms. He has the patriotism of his own Dominion or country; he has the patriotism of the Empire; and, I think, above all, he has the patriotism of that old country where his ancestors were born, lived, and died, and are buried, and which has done so much for all of us, whether we are Australians, Canadians, or Britons. (Hear, hear.) Our English universities have not of late years contributed quite so much to research as the universities of Germany have done, although I will not admit that they are one whit inferior. I remember that among all the great discoveries of modern science a larger

share is due to English and Scottish discoverers than to those of any other country. If you measure discoveries not merely by their number but by their magnitude, there are no discoveries, from the days of Newton and Bacon, which have contributed more to the advancement of science than those that are due to the men of England and Scotland. Our universities are not yet so popular—although they are beginning to be, more so than they were—as the universities of the United States. But I will claim for our universities that they have always set themselves a very noble ideal, an ideal of giving, not so much a preparation for active life in its different branches, as that general education which fits a man to be a worthy member of the Church and the Commonwealth. They have always set themselves to develop men as men, to build up and polish a completely harmonious and rounded man in whom all faculties have been cultivated and brought to a symmetrical perfection. Along with this there has been, also, the feeling that when we speak of trying to bring a man to the highest perfection of his powers, we are thinking not only of the powers of learning but also of his powers as a man of action. Oxford and Cambridge have not only tried to produce a man of learning and knowledge, or a scientific discoverer, but also a practical man, it may be an engineer, a preacher, a physician, a teacher, a lawyer, or a man of public affairs. The universities of England have never been dis severed from public life, and among the public men who have won distinction in our country there have been an unusually large number who would own, and did gratefully own, what their university education did for them. Those have been the characteristic marks of our English universities, and with them there has gone something which is harder to describe in words, an impalpable something which you can best call an intellectual and social atmosphere. That is partly due to our conception of what a liberal education should be, and partly to the social life of the universities, and it has two results. One is the intimate relationship into which it has brought the students. They all have their sports together. They all dine in the same college hall, and they all worship in the same college chapel. Thus they are brought into an intimate relationship with one another, and I think most of us who know Oxford or Cambridge will say that we

have learnt quite as much from our fellow-students as we have learnt from the college teachers and university professors. With that there is another advantage. The college life has not only been that of undergraduates living as friends together, but it has also brought about a close connection and intercourse between the younger teachers and undergraduates. That is almost peculiar to the universities of England. It does not exist in the universities of Scotland or Germany, but in Oxford and Cambridge the students are the friends of their teachers; they live almost on an equality, an equality which is tempered only by the respect they feel for greater age and experience.

These are advantages which it would be impossible to have in full measure without the conditions of college life as well as university life, and that is one reason why I hope that in Australia you will endeavour to develop every kind of brotherhood and fraternity which will bring the students together. Some day I hope you will have residential colleges. In the meantime anything that brings the students together, and all the better if it also brings the professors, and especially the junior professors, and the students together, helps to reproduce those conditions which have enriched the life of Oxford and Cambridge. (Applause.)

May I ask the younger members of this audience not to forget that in their undergraduate years they are enjoying an unrivalled opportunity for making friendships? There was nothing in England that made us rejoice more than that you had opened your University to women. The new Universities of Manchester, Liverpool, Leeds, and Sheffield have done the same, and so has Scotland also, and this gives the women students the same opportunity for making congenial friendships as men students enjoy. There is no stronger argument in favour of admitting them to universities than this. (Applause.) Ladies of the University, I congratulate you upon living in an age when the claims of women to university education have been amply recognized. It is the greatest pleasure for me to know that you also have recognized what the universities have done by your attendance at them in such large numbers and with such admirable results. (Hear, hear.)

AUSTRALIAN CONDITIONS.

Taking these to be the characteristic merits of the three university types, how are you situated in Australia for a combination of those types? Australia is in one respect at a disadvantage. It is a continent in a remote ocean, far away from Europe and America and the ancient seats of learning, with their appliances for instruction. Australia has to make those for itself, but that disadvantage is one which will diminish. Although at present there may be a sufficient number of universities in the Australian capital cities there is no reason why other universities should not follow as the population increases. You have in Australia two great advantages already. Your universities are popular, and they are accessible to every class of the community. They enjoy also the confidence of the people and the confidence of the various State Governments each of which has shown itself sensible of the good the universities are doing.

Australians are, moreover, the heirs of a noble tradition of Great Britain—the tradition that the function of a university is not only to discover and to teach, but to form the characters of men. (Applause.) There is, I think, a tendency at present to decry the study of the ancient classics. I venture to believe that nothing is more necessary than that a fair proportion of the people of to-day should cherish and be familiar with the masterpieces of ancient literature. (Hear, hear.) Every day we are moving further and further from the man of the early simple days, man as he was before he had passed through all that series of changes which has made him the complicated being he is to-day. The value of the ancient classics is at least as great as it has ever been, and, indeed, we cannot really know and comprehend the modern world unless we have some idea of the ancient world. Who, for instance, can understand the historical aspects of Christianity unless he knows something about the world Christianity was born in—the world that Christ appeared in, and that in which St. Paul preached? Who can understand, also, how Christian teaching affected men's minds, and how, also, it came to be misunderstood and persecuted, if he has no knowledge of the time of Augustus and Tiberius, of the condition of the Empire when Pontius Pilate was Procurator in Judaea? Who

can understand the democracy of modern times who does not know something of the democracy of ancient times—of those forms of popular government in Greece and Italy which died out under Roman sway and reappeared later among the recesses of the Alps, and within the shores of England. As Wordsworth has put it in his majestic lines:—

Two voices are there; one is of the sea,
One of the mountains; each a glorious voice.

Who can understand the political problems which modern democracy has to face who does not know something of how popular government first came into being, and how ancient conditions are nowadays varied, or even, in some points, reproduced? I beg you not to think that you are wasting any of your time when you are giving part of it to the acquisition of a knowledge of the ancient world. You will have a far better insight into the problems of to-day if you know what the ancient world was like. (Applause.)

THE LOVE OF TRUTH.

Besides the duty of teaching and the duty of research the University has another great aim and object, that is, to hold up to its students and the whole community a noble ideal of life. It has, by its presence and teaching, by the lives of its teachers, and by those who have gone forth from it bearing with them some of its spirit, to stand before the world as cherishing and revering a higher ideal of life than can be expressed in terms of material prosperity and material success. It has to teach men to appreciate those pleasures of intellect and taste which are far above the pleasures of mere amusement. Every one who has tried to study what Milton calls "divine" philosophy—

Not harsh and crabbed, as dull fools suppose,
But musical, as is Apollo's lute—

knows that the pleasures learning and philosophy afford are the highest pleasures that are open to man. As it is said in the Gospel, "Man does not live by bread alone, but by every word that proceedeth out of the mouth of God," so a State does not live by

material success alone, nor by all the wealth of the fertile soil and flocks and herds scattered over ten thousand hills, but by the character and intellect of its people. And the highest function of a university is to hold up the ideal of a high and pure and noble life, and to teach its pupils, as the greatest of all lessons, the Love of Truth. (Applause.)

Universities exist for the sake of truth, and if a university now being newly founded were to seek a motto which would express one of its most exalted functions, could it find a better one than this, "Ye shall know the truth and the truth shall make you free?" Truth and the love of truth are the things which make us free. They raise us above prejudices and partizanships and all those things which bring us down to earth and make us creatures of circumstances. Truth and the love of truth help to make us eternal, and the university that teaches its students to love knowledge and love truth does the highest thing and the best thing that any university can do for its students, and for the nation which it serves. (Loud applause.)

Ladies and gentlemen, let me again thank you for the honour you have done me, and through you let me thank all those in Adelaide who have given so friendly a reception to my wife and myself. Your kindness and cordiality we can never forget. I wish for this University a career so prosperous, great, and useful to the people of this State, that when many centuries have passed, and the State and the University have become infinitely larger than they are now, men will look back to these early days and lift up their voices and thank those who had the wisdom to found the University, and make it, as we trust it will be, a source of strength and blessing to the people. (Loud and continued applause.)

Professor Henderson, in thanking Mr. Bryce for his address, said:—His Excellency's speech is that of a man with a fine artistic sense of arrangement, and of a man who speaks with that impressive eloquence which comes of a profound belief in the truth of what he is saying. (Applause.) I do not believe there is a single man or woman in the audience who does not feel that he or she has been lifted to the mountain tops and for the past forty minutes has breathed a most bracing atmosphere. Mr. Bryce has helped and inspired us. We have given him

a degree—the best we have—but we have done it knowing that in doing honour to him we have done great honour to ourselves. (Applause.)

The proceedings terminated with the National Anthem.

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